

Standard 4-1 The student will demonstrate an understanding of the exploration of the New World.

4-1.3 Use a map to identify routes of various sea and land expeditions to the New World and match these to the territories claimed by different nations-including the Spanish dominance in South America and the French, Dutch, and English exploration in North America-and summarize the discoveries associated with these expeditions (G, H).

Taxonomy Level: B 2 Understand/ Conceptual Knowledge

Previous / Future Knowledge:

In 3rd grade, students used a map to identify the sea and land routes of explorers of South Carolina (3-2.3).

In 6th grade, students will use a map to illustrate the principal routes of exploration and trade between Europe, Asia, Africa, and the Americas during the age of European exploration (6-6.1).

In 7th grade, students will use a map or series of maps to identify the colonial expansion of European powers in Africa, Asia, Oceania, and the Americas through 1770 (7-1.1).

It is essential for students to know:

Students should interpret data from a **map** to identify routes of various sea and land expeditions to the **New World** (4-1.2) and match these to the lands claimed by European nations.

The **Spanish** conquistadors defeated the Aztecs in Central America and the Incas in **South America**. Spanish explorers claimed Florida and the southwest region of what is today the United States and called all of this land New Spain.

The **French** explored the St. Lawrence River, the headwaters and the length of the Mississippi River to what is now New Orleans (LaSalle) and claimed this land as New France.

The **Dutch** claimed the area around the Hudson River and established New Netherlands and New Amsterdam in what is today New York..

The **English** claimed the coast of North America based on the explorations of Cabot and called this land Virginia and New England.

In summary, European nations claimed lands based on the explorations of the explorers that they sponsored. Settlements were started in order to establish claims to the land and make a profit from the venture.

It is not essential for students to know:

It is not essential for students to know any other explorers or the lands claimed by other countries.

Assessment Guidelines:

Appropriate assessments would require students to **interpret** data from a map and **compare** the routes of various sea and land expeditions to the New World. Appropriate assessments would require students to **name and locate on a map** the lands that belonged to Spain, France, England and the Netherlands. Students should also be able to **compare** the areas claimed by each nation.